

State Workforce Innovation Council

November 13, 2008, 10:00AM

Indiana Government Center South, Conference Room B
Indianapolis, Indiana

Present: Brian Burton, Ed Carpenter, Cathy Delgado, Gina DelSanto, Jim Gislason, Mark Goldman, Jim Hemmelgarn, Leroy Jackson, Peter Kissinger, Mark Maassel, Linda Madagame, Jim McClelland, Cathy Metcalf, Jac Padgett, Paul Perkins, John A. (Jac) Price, Derek Redelman, Terry Rodino, Patty Shutt, Mark C. Smith, Teresa Voors and Dennis Wimer.

Absent: Rep. Randy Borrer, Susan Brooks, Harold Force, Kay Gordon, Senator Glenn Howard, Al Huntington, Ronald Keeping, Chip McLean, Paul Mitchell, Mitch Roob, Mayor Wayne Seybold, Noah Sodrel, Robert Schaefer, Bill Stanczykiewicz, Matt Ubelhor, Senator Brent Waltz and Beth Washington.

Also present: From the Indiana Department of Workforce Development: John Ruckelshaus III, Deputy Commissioner, Governmental Affairs; Dustin Stohler, General Counsel; Dale Wengler, Deputy Commissioner, Policy and Field Operations; and Betty Culley, Policy.

Welcome and Opening Business – State Workforce Innovation Council Chair, Paul Perkins, called the meeting to order at 10:10 a.m. Mr. Perkins called the roll of SWIC members, and a quorum was present. Mr. Perkins asked for a motion to approve the minutes of the September 4, 2008 meeting. A motion was made and seconded, and the minutes were approved as written. Mr. Perkins announced that in a past meeting the Council Bylaws had been changed to include a Council Vice Chair from among the members representing the business sector. The selection was made, and Jac Price has been named as Vice Chair. Mr. Price has extensive experience, having served as the Regional Workforce Board Chairperson for Region 3. Mr. Perkins reported that two new members were joining the Council, Susan Brooks (Senior Vice President and General Counsel, Ivy Tech Community College) and Ron Keeping (Director of Economic Development, Vectren Corporation).

Deputy Commissioner Dale Wengler indicated that Commissioner Voors' presentation would be moved to later in the agenda, since she would be arriving later. Mr. Wengler introduced Leslie Crist, Director of DWD's Strategic Initiatives. Ms. Crist reported on the JAG-Indiana Leadership Development Conference held on September 24 in Indianapolis in which all the JAG-Indiana leadership participated. Ms. Crist introduced Sue Honcharuk, project director of JAG-Indiana, who gave a progress report on the program. Ms. Honcharuk stated that JAG-Indiana works in association with the Regional Workforce Boards, the Marion County Workforce Investment Board, and WorkOne offices in each region. Among JAG program activities, students visit WorkOne offices and work with members of the business community on activities such as resume writing.

Ms. Honcharuk asked Council members to be advocates for the program in their regions because not all regions are participating in JAG. She distributed four handouts to SWIC members describing how business partners can support JAG, what persons can do to advocate for the JAG program, a list of JAG Indiana schools with the number of students involved in the program and an explanation of the JAG model. [The handouts are attached to the minutes.]

Dr. DelSanto asked what the outcomes were for the JAG-Indiana program. Ms. Honcharuk stated there are 37 core competencies on three levels regarding employability skills. Dr. DelSanto also asked about program compliance. Ms. Honcharuk said that the JAG program has been in existence for 28 years. Accreditation occurs yearly and Indiana works on being "pro-compliant." Mr. Redelman asked further about the outcomes. Ms. Honcharuk responded that in the first partial year of the JAG-Indiana program in 2006, 100% of the participants graduated. In 2007, 75% of the participants (232 students) graduated, and JAG follows up with all graduated students. Ms. Metcalf reported that in her region manufacturers come into their school classrooms to speak about the labor market and how to find a job. Ms. Delgado reported that in East Chicago JAG students have very positive attitudes and are committed to staying in school and getting jobs.

Mr. Perkins asked if JAG was tracking the kinds of jobs the students obtain and requested that the Council be provided statistics. He asked how students could get to the next level (i.e., technical training). Ms. Honcharuk reported that Chris Guidry in DWD's Tech Ed unit is working with JAG-Indiana to connect students with opportunities in technical education, but noted that while in the JAG program many students have barriers to overcome before they can enter technical training and these students need to be identified earlier. Commissioner Voors agreed that earlier identification is key to success and reported that each region can use their Workforce Investment Act youth dollars and incentive dollars for the JAG-Indiana program.

Mr. Wengler reported that at a recent meeting the SWIC Executive Committee discussed the purview of the SWIC, its relationship to the WorkOne centers and other components of the workforce development system. The members agreed that it would be useful for Mr. Wengler to provide background to the SWIC on matters of purview, the Workforce Investment Act and the Wagner-Peyser Act.

Mr. Wengler began a PowerPoint presentation [attached to the minutes] in which he explained the SWIC's two roles. One is as the State Council, a governing board which advises the Governor. In this capacity, the Council can have a large role in developing the forthcoming State Plan. He noted that DWD serves as staff to the SWIC. The SWIC's other role is to serve as the "Balance of State" Workforce Investment Board (WIB) for 91 of Indiana's 92 counties. Unlike other states that have separate Workforce Investment Boards for each region, Indiana received a waiver from the U.S. Department of Labor (USDOL), allowing the SWIC to serve double duty, thereby eliminating the need for separate WIBs in each region. The waiver began July 1, 2006, establishing much smaller Regional Workforce Boards for each of the 11 workforce regions. Recently, the USDOL has undertaken a review of the state's structures for providing oversight of workforce development activities, seeking clarification about how the SWIC fulfills its dual role and administers its responsibilities. Likewise, SWIC members know what Regional Workforce Boards do, but should have a more thorough conversation about the SWIC's purview as the "Balance of State Workforce Investment Board."

Mr. Wengler continued his presentation, describing the Workforce Investment Act and the Wagner-Peyser Act programs. While the Workforce Investment Act provides skills and training to individuals seeking assistance, the Wagner-Peyser Act program provides more generic reemployment assistance, including enrollment in IndianaCareerConnect. The Workforce Investment Act program, provides three levels of assistance. The first level provides "core services," such as getting labor market information; the second level provides "intensive services," a spectrum of services, such as skills assessment and help with resume writing. In the third level, occupational training, participants receive an Individual Training Account (ITA) which can include the cost of supportive services (e.g., transportation, childcare). Since WIA funding is limited, most participants receive services at the "core" and "intensive" levels, with far fewer receiving "occupational training." Many DWD customers need soft-skills development, such as English as a Second Language, Adult Basic Education and basic computer skills. With the MindLeaders program, over 1,000 online courses are available through the Internet.

Mr. Wengler reiterated DWD's service standard: that customers have the right to know their skills, the right to improve their skills and the right to find the best job that matches their skills. The RV industry is an example of workers who may not have the skill sets needed to find new employment. Mr. Wengler said that WorkOne offices are encouraged to have workshops in their offices to "raise everyone up one level."

Mr. Wimer asked if the regions and the state were spending and utilizing their funding to the fullest. Mr. Wengler responded that it depends on what the SWIC wants to measure. The current State Plan ends in June 2009 and DWD will apply for a one-year extension of the plan and its waivers. Therefore, the SWIC has the time now to decide what data to gather in order to develop strategic initiatives for the next five-year State Plan. The SWIC's expertise is needed. The SWIC should start this discussion and should be actively engaged.

Discussion ensued regarding the role of the SWIC and the Regional Workforce Boards, how to determine goals and metrics for program efficacy, and appropriate mechanisms for developing a strategic vision. Dr. DeSanto made a motion that a committee be formed to determine the strategic direction and focus on core initiatives and what progress could be made toward those goals. Mr. Perkins asked if the suggested committee could somehow work within the Executive Committee structure, with all members invited to participate. Mr. Perkins asked members to vote regarding the motion and the members unanimously approved. Mr. Perkins reported that the Executive Committee will meet to carry out defining roles and responsibilities of the SWIC.

Mr. Perkins invited public comments at this time. There were none.

Mr. Carpenter suggested that SWIC members contact their Regional Workforce Boards and Regional Operators so they could learn more about the workforce system.

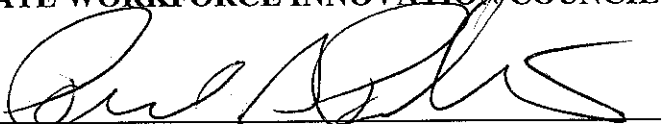
Mr. Gislason reported that he had received calls from employers about the Department suspending WorkKeys. The Commissioner responded that Marty Morrow was negotiating the new contract and that WorkKeys had asked for a 57% increase. Mr. Stohler reported that the contract was being finalized and that WorkKeys should be available within two weeks.

Mr. Kissinger commented on the JAG-Indiana report today. He asked what the program costs, why the program is offered in some areas but not in others, and how the program is connected to the Regional Workforce Boards. The Commissioner noted that Regional Workforce Board may elect to use their funds for the program, and while JAG is an option, but the Department could make it a priority.

A member of the public asked if the Department had agreed to the 57% increase in the WorkKeys contract. The Commissioner stated that the Department is trying to leverage for a product the state needs.

The chair adjourned the meeting as 12:03 p.m.


STATE WORKFORCE INNOVATION COUNCIL



Paul Perkins, Chairman

02/05/09
Date

ATTEST:



Teresa L. Voors, Commissioner
Indiana Department of Workforce Development



BUSINESS PARTNERS

Business partnerships are an essential component of the JAG Model. Businesses provide JAG and the National Network with access to expertise and resources that are critical to preparing JAG youth for successful careers.

HOW BUSINESS PARTNERS SUPPORT JAG

- **Serve on Local Business Councils.** Most local JAG programs have established a business council that provides guidance and, in some cases, oversees the operations of the program to help JAG Specialists achieve program goals. Employers who serve on the business councils provide valuable guidance to JAG Specialists on local labor demands, employer interests, and employer relations. Business councils also provide access to employer contacts for classroom training, student leadership conference activities, job placements, and community recognition activities.

- **Provide Financial Assistance.** JAG and its local affiliates depend upon the generous financial support of JAG Business Partners to achieve program goals. To supplement limited public resources, local affiliates must rely upon the private sector for approximately 20 percent of their total operation costs.

- **Provide In-Kind Services and Resources.** One of the most significant ways a company can support JAG is through in-kind contributions, including time commitments of executives and employees. Examples of in-kind contributions from JAG Business

Partners include sponsoring student conferences, printing certificates, and paying travel costs for students to attend JAG's annual National Leadership Award event.

In addition, local affiliates rely upon Business Partners to serve as student mentors, to conduct training workshops on employability skills, to serve as judges at student conferences, and to provide career exploratory opportunities such as job shadowing and site tours.

- **Provide Access to Quality Jobs.** Finally, JAG Business Partners help local affiliates achieve their program goals by providing JAG graduates with access to quality jobs, either directly or through contacts with other employers.

- **Assist in Expanding the JAG Program.** Business Partners can be the catalyst for securing additional public and/or private funds to implement the JAG Model in more schools and serving more young people. Companies that serve on Workforce Investment Boards; state or local are well positioned to encourage broader application of the JAG Model.

BUSINESS PARTNER BENEFITS

- **Community Recognition.** As an active JAG Business Partner, your company can take credit for state and local increases in graduation rates, improvements in employment rates for the most at-risk youth, and reductions in dropout and juvenile delinquency rates.

- **Employee Satisfaction.** Employees of JAG Business Partners who actively support JAG programs receive a high degree of personal satisfaction from helping young people successfully make the transition from school to the workforce, especially when these young people were never expected to complete their high school education. Moreover, experience shows that active involvement in JAG Business Partnerships positively influences the morale and productivity of a Business Partner's employees.

- **Access to Qualified Entry-Level Workers.** As a JAG Business Partner, your company will have access to a pool of motivated, job-ready workers. Prior to referring graduates to your company, JAG Specialists prescreen students to ensure they have basic academic and employability skills required for entry-level jobs, saving costs associated with interviewing applicants.

Each graduate placed by your company receives sustained support from a JAG Specialist for a one-year period after the student's graduation. In coordination with employers, Specialists ensure that students receive additional employability skills training, counseling, tutoring, and other support when necessary to overcome any deficiencies on the job.

HOW TO BECOME A JAG BUSINESS PARTNER

If you are interested in learning more about how to become a **JAG Business Partner**, please contact

(ENTER YOUR NAME HERE!!)

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JAGIndiana

JOBS FOR AMERICA'S GRADUATES

Strengths <ul style="list-style-type: none"> • National Affiliation with a 28 year history of success and resources • State-wide engagement with Regional influence and control • 408 students currently in the in-school program with 232 being served in follow-up • High level support for the program 	Weaknesses <ul style="list-style-type: none"> • Building on a two year state history • Limited engagement by Regional Boards • Limited enrollment when relying on only WIA funds
Opportunities <ul style="list-style-type: none"> • Involvement and resources from Regional businesses to directly influence students entering the employment market • Regional use of WIA funding for low-income youth • Development of State-wide best practices and resources 	Threats <ul style="list-style-type: none"> • Non-compliance to the JAG Model Curriculum: this is not your "business as usual" youth program.

What can YOU do to advocate for JAG:

- Invite me to your board meeting: I will bring information about current JAG programs in your region and which schools have inquired about the program

Sue Honcharuk

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- Ask your Regional Operators and Service Providers for monthly reports on enrollment
- Ask your Regional Operators and Service Providers how you can provide contacts to improve the program.
- Contact me with any questions or concerns you may have about JAG, or to get more information.



Region	Current Schools	# of Students	Schools in Discussion	Schools Requesting
1	Gary, Lew Wallace	7	Michigan City	
	Gary, Roosevelt	14		
	Gary, West Side	9		
	Gary Wirt	4		
	East Chicago, Central	26		
2	South Bend, Adams	8		Goshen, Goshen
	South Bend, Clay	5		
	South Bend, Riley	9		
	South Bend, Washington	10		
	Elkhart, Central	7		
	Elkhart, Memorial	6		
	Elkhart, LIFE	13		
3	Fort Wayne, Elmhurst	31		Marion, Eastbrook
	Fort Wayne, Northside	17		
	Fort Wayne, Northrop	25		
	Fort Wayne, Wayne	44		
	Marion, Marion	34		
	East Allen, Paul Harding	38		
4	Huntington, North Huntington	23		
			Lafayette, Jefferson	
			Lafayette, Harrison	
			Kokomo, Kokomo	
5			Franklin, Franklin	
			East Hancock Co	
6			Muncie, Central	Blackford
			Muncie, South Side	
			Richmond, Richmond	
7	Terre Haute North			Brazil, North View
	Sullivan			
8	Bloomfield Eastern Greene	31		Linton-Stockton
				Owen Valley
				Shakamak
9			Shelbyville, Shelbyville	Aurora, South Dearborn
10				New Albany
11	Vincennes Lincoln	14	Heritage Hills	
			Pike Central	
			Evansville, Bosse	
Marion Co.	Indianapolis, Arsenal Tech	33	Indianapolis, Manual	
			Indianapolis, Northwest	
			Indianapolis, Arlington	
			Indianapolis, Washington	

JAGIndiana

JOBS FOR AMERICA'S GRADUATES

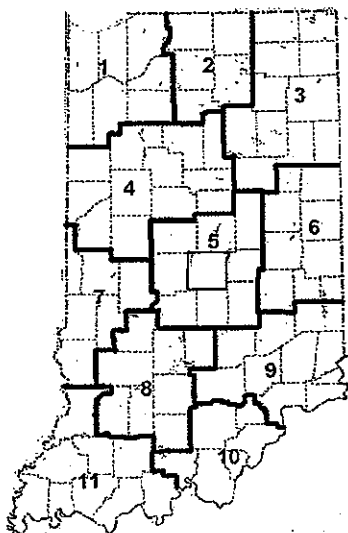
JAG-Indiana has implemented the multi-year program targeting at-risk high school juniors and seniors. 35 to 45 Students are selected per site by an advisory group consisting of a program specialist, high school counselors, administrators and workforce development program managers.

The number one goal of the JAG program is for participants to complete their diploma or GED. Students receive basic skill assessment and remediation where needed.

The second goal is the attainment of employability skills. Students are taught 37 core competencies with the possibility of 87 total competencies to assure a strong attachment to the labor market. The primary problem for at-risk students is unemployment, the students do not possess the skills they need for employment and they lack opportunities for gaining those skills. JAG teaches these skills and provides opportunities for students to practice the skills needed to enter the job market.

The third goal for JAG graduates is to remain employed full time after graduation. Students receive 12 months of follow up services.

JAG Schools in Indiana



- Region 1:** 4 Gary Schools: Wallace, Roosevelt, West Side and Wirt. 1 in East Chicago, Central HS.
- Region 2:** 4 South Bend Schools: Adams, Clay, Riley and Washington. 3 Elkhart Schools: Central, Memorial and Tipton LIFE Center.
- Region 3:** 4 Fort Wayne Schools: Elmhurst, North Side, Northrop, and Wayne. 1 Marion, 1 Allen East Paul Harding, 1 Huntington
- Region 6:** 2 Schools planning for January
- Region 7:** Terre Haute North and Sullivan High School
- Region 8:** Eastern Greene High School
- Region 11:** Vincennes Lincoln High School
- Indianapolis:** Goodwill's Metropolitan High School and Arsenal Tech High School with more IPS schools in January.

What does JAG-Indiana need to succeed?

- **Quality Specialists:** they must carry an incredible variety of responsibility as well as nurture their role within the public school environment.
- **Powerful relationships** between the Workforce Providers and the school system, including teachers, principals, other administrators, counselors, and superintendents.
- **Support from Regional Workforce Providers as Program Managers** for Employer Marketing, Job Development and Staff Development, along with support and advocacy from the Regional Workforce Boards.
- **Employment opportunities:** Students need the opportunity to move from part-time positions to full-time positions after graduation
Survey by the US Chamber of Commerce found 98% of employers involved with the JAG model, hired JAG graduates; 86% said that JAG graduates exceeded, or greatly exceeded their expectations
- Job shadowing
- Apprenticeships
- Internships- paid and unpaid so students can research job expectations and skills

The JAG Model

- **Classroom Instruction.** A trained "JAG Specialist" provides individual and group instruction to 35-45 young people carefully selected for the program by a school advisory committee comprised of faculty, administrators and counselors.
- **Employability Skills Training.** The JAG curriculum is designed to equip students with no less than 37 competencies that will prepare them to secure a quality job and/or pursue a postsecondary education upon graduation from high school.
- **Adult Mentoring.** The JAG Specialist provides individual attention to reduce the number of barriers preventing students from receiving a high school diploma, securing employment or pursuing a postsecondary education and/or training that leads to a career.
- **Guidance and Counseling.** JAG Specialists provide informal guidance to students on career and life decisions and, based on the individual needs of students, connect them to professional counseling services to address more serious barriers (i.e. mental health problems and drug abuse).
- **Summer Employment Training.** JAG programs include placement services for students over the summer months to support year-long learning and provide valuable work experience prior to graduation from high school.
- **Leadership Development.** In-school students participate in the highly motivational student-led JAG Career Association and develop leadership and teaming skills. Out-of-School young adults participate in a youth-led organization called the Professional Association.
- **Job and Postsecondary Education Placement Services.** JAG specialists are engaged in intensive employer marketing and job development activities to identify quality job placement opportunities for graduates. Likewise, they assist students in the exploration of postsecondary education opportunities and successfully navigate the financial aid and application processes.
- **Linkages to School and Community-Based Services.** JAG Model programs serve as a school-based "one-stop center" to ensure that they receive academic and social services from in-school and community-based sources.
- **12-Month Follow-up Services.** JAG provides 12 months of post-graduation follow-up services and support on the job and/or in pursuit of a postsecondary education.
- **Accountability System.** Internet-based tracking of program activities, including: students served, services delivered and performance outcomes. The Electronic National Data Management System (e-NDMS) allows tracking and reporting of data in the national, state and local data base. The data and information provided is valuable in conducting JAG's National Accreditation Process including local site reviews.
- **Professional Development.** Continuous improvement of results through the professional development of state and local staff is an ongoing service provided JAG State Organizations.

- Speakers for in-school classes
- "adopt" a JAG student and sponsor them for the State and National Competitive events
- Publicity for JAG in your company's newsletter
- Incentives for students
- Volunteer opportunities
- Scholarships
- Judges at competitive conference events
- Sponsors for Conference events
- **ADVOCACY**

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SWIC HAS TWO ROLES:

- 1. Advisory board to the Governor**
- 2. Local Workforce Investment Board for 91 of 92 counties**

1. Advisory Board To The Governor

- Serves in an advisory capacity to the Governor**
- May research and identify issues and advise the Governor on issues relating to the coordination of workforce training services, use of training funds and resources, performance measures and workforce needs**
- The SWIC may prepare, monitor the implementation and evaluate the effectiveness of the State Plan.**

Workforce Investment Act Duties of SWIC (WIA Section 111(d))

- Develop the State Plan
- Develop and continually improve a statewide system of activities that are funded under the Act which includes linkages to assure coordination and non duplication among the programs and activities and reviewing local plans
- Designation of local areas
- Development of allocation formulas for the distribution of funds for adult employment and training activities and youth activities to local areas as permitted under the Act
- Development and continuous improvement of comprehensive State performance measures to assess the effectiveness of the workforce investment activities in the State
- Preparation of the Annual Report
- Development of the statewide employment statistics system described in the Wagner-Peyser Act (State Job Service)

The Indiana Department of Workforce Development is staff to the SWIC to accomplish these requirements.

2. Local Workforce Investment Board

"Balance of State" Duties under WIA

- The State plan sets forth that the SWIC shall serve also as the local "Balance of State" WIB for 91 of the 92 counties excluding Marion County as of July 1, 2006.
- Each local board, in partnership with the chief elected official for the local area, shall develop and submit a strategic local plan to the Governor. This would be the 11 RWB plans which SWIC recently approved.
- Other duties include: selecting WorkOne operators and youth providers; and identifying eligible providers of training services.
- The local board shall develop a budget for the purpose of carrying out its duties and disburse funds to the eleven Regional Workforce Boards which was accomplished at May 1, 2008 SWIC meeting.
- Establish criteria for local board membership
- Certify local boards every two years

Local WIB Balance of State Duties under Indiana Code

State statute sets forth that the Balance of State SWIC shall be aided by a Regional Workforce Board (RWBs) in each of the 11 economic growth regions.

- The Regional Workforce Boards under IC 22-4.5-7-3 & 7-4 are charged with
 - ✓ Providing guidance & direction to workforce investment system
 - ✓ Performing additional duties in the regional workforce area as assigned by a workforce investment board
 - ✓ Selecting and entering into an agreement with a regional operator on behalf of its workforce investment board at least every three years using a competitive procurement process and oversee the activities of the regional operator
 - ✓ Selecting WIA services, other employment and training services as determined by the department, and service providers on behalf of its workforce investment board at least every three years using a competitive procurement process.
 - ✓ Develop an outcome based regional plan that encourages the integration of service delivery

Two Major Funding Streams

- Workforce Investment Act (WIA) = Skills/Training
- Wagner-Peyser Act (WP) = Job Placement

So what's in a number?

Job Placement Services

#344,799 WP 2006

#324,087 WP 2007

(Everybody invited)

Skills and Training Services

#31,158 WIA 2006

#77,455 WIA 2007

(Invitation only)

Workforce Investment Act:

- **Core:** Labor market information, general workshops, etc.
- **Intensive:** (Math, ESL, Microsoft, GED, Remediation. etc.
- **Occupational Training:** RN, Welding, etc. (ITA's \$\$\$)

State Strategic Plan

- One year extension/waiver (June 30, 2009)
- Start planning now
- Timeline:
 - Nov. 13-July 2009 (LMI -discussions)
 - July 2009 (what elements)
 - July 2009-Dec. 2009 (Drafting)
 - Dec. 2009-June 30, 2010 (Amendments, USDOL discussion)